

THE ELAINE 12

Lesson Plan by Carla Tindell, Ola High School, Ola, Arkansas
2007-08 School Year
Utilizing 2006 Social Studies Frameworks
Including 2007 Arkansas History Amendments
And 2007 School Library Media Frameworks

**Based on Chapter Six, "Creeping Toward the Abyss"
From *Race Relations in the Natural State* by Grif Stockley
2007 Butler Center Publication
ADE Textbook Adoption
For Order Information:**

<http://www.butlercenter.org/publication/books.html>

See links below from the AV/AR digital collection featuring clips discussing topics from this lesson at <http://www.butlercenter.org/online-collections/index.html>.

The goal of the unit is to help students define events surrounding the Elaine Massacre in the time period of Arkansas History in the early part of the 20th century.

Grades: 5th – 8th
Lesson can be adapted for 9th-12th grade levels.

Objectives:

Use a variety of resources, including photographs, to define/discuss events associated with time period in Arkansas History in the early part of the 20th century.

Describe/Define Arkansas and World War I

Describe/Define the Elaine Race Riot

Describe/Define the Elaine Massacre

Use textual clues as guides when drafting writing assignments

Arkansas Curriculum Frameworks:

Arkansas History Student Learning Expectations:

W.7.AH.7-8.1 – Describe the contributions of Arkansans in the early 1900's.

Social Studies Learning Expectations:

History

H.6.6.7 – Analyze the impact of World War I on daily life in the United States

American History

PR.14.AH.3 – Evaluate the use of photo-journalism in affecting urban social reform

WC.16.AH.1 – Investigate the sources of national fear and violence in post World War I

English Language Arts Student Learning Expectations for Writing:

W.5.5.2, W.5.6.2, W.5.7.2, W.5.8.2 – Select the form of writing that addresses the intended audience

W.5.5.3, W.5.6.3, W.5.7.3, W.5.8.3 – Create expository, *narrative*, *descriptive*, and persuasive writings

School Library Media Student Learning Expectations:

I.1.5.5., I.1.6.5, I.1.7.5, I.1.8.5 – Use *text features* to locate information that answers questions

Key Terms:

Descriptive Writing	Narrative Writing	Text Features	Riot	Massacre
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Key Terms Defined:

Descriptive Writing – Provides details about an object, place, or person purposefully to make the experience depicted come alive for the reader

Narrative Writing – Text in any form (print, oral, or visual) that recounts events or tells a story

Text Features – Format of a text that guides the reader (e.g. bold, italics, headings, subheadings, graphics, sequence, diagrams or illustrations)

Riot – a noisy, violent public disorder caused by a group or crowd of persons as by a crowd protesting against another group or government policy in the streets

Massacre - the unnecessary, indiscriminate killing of a large number of human beings or animals, as in barbarous warfare or persecution or for revenge or plunder

Related Encyclopedia of Arkansas Entries

[Early 20th Century](#), [Elaine Massacre](#), Photographs [One](#) and [Two](#) of Elaine Defendants, Photographs [One](#) and [Two](#) of Camp Pike Troops at Elaine , [Flier about Elaine](#), Newspaper Article [One](#) and [Two](#) about Elaine, Scipio Africanus Jones [Photo One](#) and [Photo Two](#), [Charles Hillman Brough](#), [Brough Photo at Elaine](#)

Related AV/AR Selected Materials:

[Howard Woods audio clip 37](#) – He discusses the Elaine Race massacre and the Masonic Lodge involvement to keep African Americans in that area informed.

Introduction:

The teacher will select the appropriate student learning expectations for his or her class, obtain a copy of *Race Relations in the Natural State* or other resources, review the key terms, and make copies of writing prompts, as needed. Collaboration with the school library media specialist in the utilization of the technology resource for teaching Arkansas History is suggested. See above links or visit the online *Encyclopedia of Arkansas History and Culture* at <http://www.encyclopediaofarkansas.net>.

Materials Needed:

Race Relations in the Natural State by Grif Stockley
Writing Prompt(s) (included), Writing Tools, Internet Access

Suggested Timeline: two or three fifty minute class periods

Background: Using the search term, [Early 20th Century](#) from the online *Encyclopedia of Arkansas History and Culture*, one can review the topic with students. Review of Chapter Six in the ADE approved textbook, *Race Relations in the Natural State* by Grif Stockley, will provide a basis for further discussion of the Elaine Racial Incident in 1919. Use of the Butler Center lesson plan on World War I, “Over There!” is suggested.

Discussion Topics:

- Discuss African American participation in WWI
- Examine the events that led up to the Elaine Race Riot in 1919
- Identify the reaction of Governor Brough to the Riot
- Describe the aftermath of the Elaine Race Riot

Procedure:

Introduce the learning by asking the students to define the key terms in their own words. In a teacher led discussion, refine the definitions for the key terms to make sure there is student acquisition of the terms. Several of the key terms in this unit are part of the writing prompt activities.

Review Chapter Six in *Race Relations in the Natural State*. If there is not a copy for each student, the teacher will have to summarize the chapter for the students, pointing out the key points. **At the end of the lesson is a timeline created by the author to provide the key points in the chapter.** Teacher led discussion may be used as part of the review. Review the text article on Elaine Massacre/Elaine Race Massacre/Elaine Race Riot using the online *Encyclopedia of Arkansas History and Culture*. Small group

techniques could be incorporated into the lesson by having various small groups review and report on different sections of the article for the class.

Of particular interest may be the media entries of newspaper articles and photographs of the Elaine defendants. Copies may be distributed to the class as part of the discussion leading up to the assignments.

After studying the events regarding the Elaine Racial Incident as described Chapter 6 of *Race Relations in the Natural State* and outlined in various text and media entries in the *Encyclopedia of Arkansas History and Culture*, students will be asked to create two of the following three products.

- 1) letter to the editor of the Democrat Gazette describing the “riot”
- 2) t-shirt designed to gain the release of the 12 condemned black men
- 3) letter to a loved one describing the events of the Elaine Race Riot.

Evaluation/Assessment:

Participation in the teacher-led discussion(s) is subjective but the teacher may wish to complete a class participation rubric if one is used in the school district. Key terms could be used as part of an assessment for the class.

Participation in the small group work (if assigned) is also subjective but the teacher may wish to use a group participation rubric if one is used in the school district.

Utilization of an online resource requires certain skills which may be monitored and evaluated by the teacher.

The completed written activities will be graded using the teacher selected grading format/rubric.

The Winthrop Rockefeller Foundation (Little Rock, Arkansas) has supported the creation of this Butler Center Lesson Plan as part of the “Ruled by Race?” project.

Contact the Butler Center for Arkansas Studies, Central Arkansas Library System,
100 Rock Street, Little Rock, AR 72201
501-918-3056

www.butlercenter.org and www.cals.lib.ar.us



Letter Writing Prompt One

You are a black Arkansan, living in Elaine, Arkansas at the time of the riot. Write a letter to the editor of the Democrat Gazette describing what you saw and experienced in Elaine for those few days of the riot. (Also answer the following question – if you were a witness and African American – would you sign your name to the letter and send it to be printed – why or why not?)

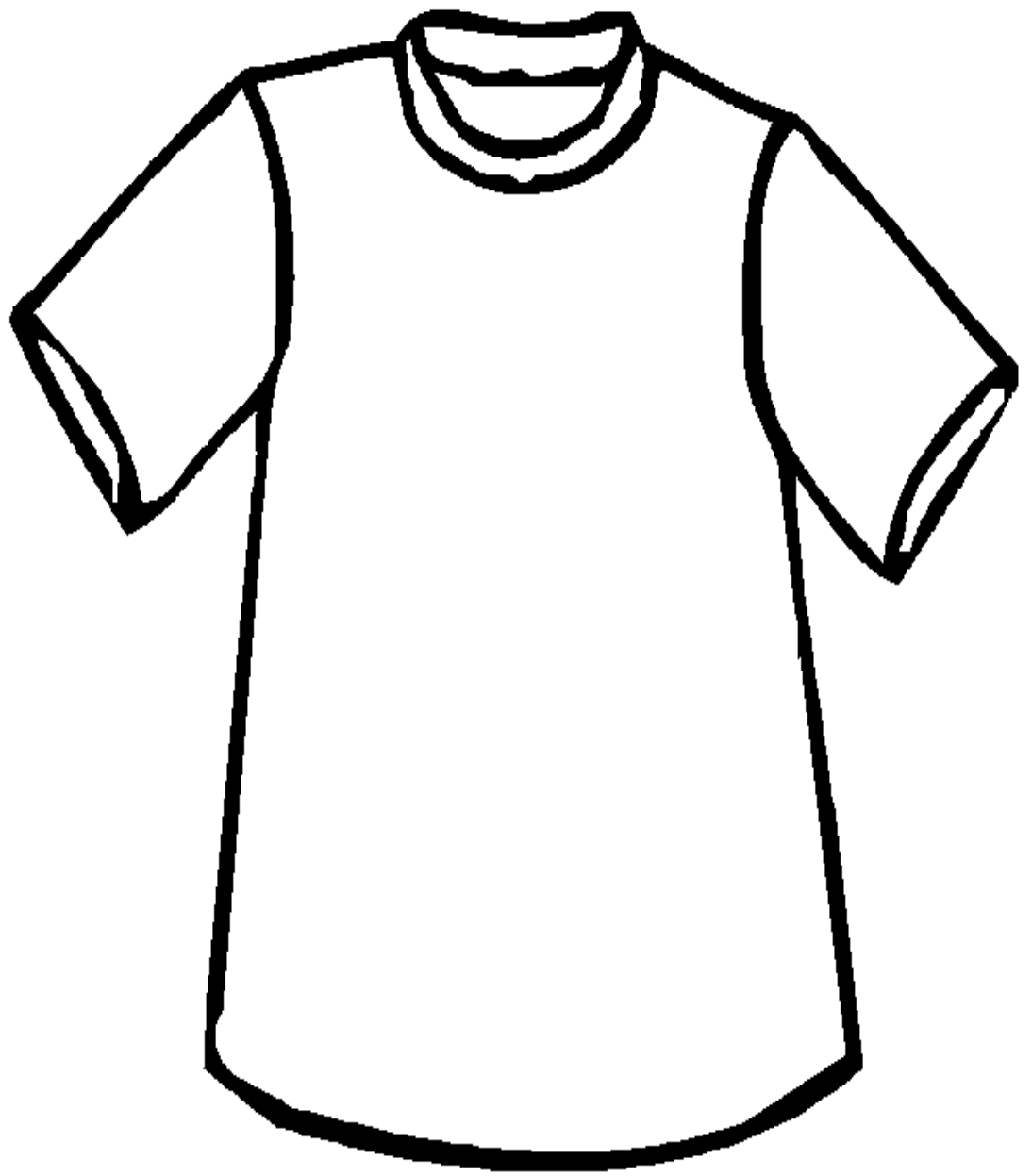
Letter Writing Prompt Two

You are a member of the white soldiers who were selected to come and put down the riot. Write a letter to a family member describing the “riot”. How do you think your letter might be different from the letter in #1?

Create A T-Shirt Slogan

In recent months there was a large campaign to free the “Jena 6” – African American students many felt were legally mistreated. What about the 12 condemned men from Elaine? Create a T-Shirt to begin a campaign (come up with a slogan etc. – not the Elaine 12) to create national attention and support for these condemned men.

Use this sheet to organize research before using the t-shirt pattern to finish the assignment.



Notes for Teachers: The following timeline can be used by teachers who are using the history student learning expectations from the social studies frameworks, Standard 6, **H.6.5.2, H.6.6.2, H.6.7.2, and H.6.8.2.** The timeline covers the World War I through 1920's era of Arkansas History (Standard 7) in both the 7-8th and 9th-12th frameworks.

The subject terms, **Elaine Massacre, Elaine, AR, and Lynching**, can be searched in the AV/AR Collection for recorded clips of oral histories related to the search terms. The clips linked to the search may provide oral history from a more modern viewpoint than the early 20th century. One may also browse the index of interviewees and speakers in order to find individuals who have provided oral history interviews for the digital database. Follow the link to the [AV/AR Collection](#) found as part of the [Digital Collection](#) at the Butler Center (<http://www.butlercenter.org>) webpage. The development of the collection has been made possible through major funding provided by the Winthrop Rockefeller Foundation.

RACE RELATIONS IN THE NATURAL STATE
Chapter Six Timeline Prepared by Grif Stockley, Author

Chapter Six: “Creeping Toward the Abyss”

1914—White members of the Pulaski County Republican Party voted to hold their county convention at the Hotel Marion, which excluded blacks.

1916—The First World War with its sudden availability of jobs for blacks in the North prompted vast numbers of them to leave the state. Between October 1916 and May 1917, over 23,000 black Arkansans headed north.

1917—Almost 105 thousand black males registered for the Draft. Of this number, 17,544 were inducted into the Armed Forces. Lawyer Scipio Jones presented a check of \$50,000 in war bonds raised by the African-American community to Secretary of Treasurer William McAdoo and then raised another \$50,000.

1917—Black troops were discriminated against at Camp Pike by white soldiers. There were numerous incidents at Camp Pike in which whites ridiculed black troops, mocking how they spoke and ridiculing them.

1919—As many as 25 major race riots broke out during the summer as black troops came home to encounter the same old racism, now coupled with inflation and unemployment. In Washington, D.C., federal troops had to be brought in to stop the fighting and property destruction.

1919—Lincoln Briggs, a black veteran of the war, was murdered in Star City in Lincoln County after it was claimed he made “insulting proposals to an 18 year-old white girl. In Pine Bluff a black veteran who refused to get off the sidewalk was murdered by a white mob.

1919—Black sharecroppers in Phillips County created an organization called the Progressive Farmers and Household Union of Arkansas to fight unscrupulous planters and to seek better prices for their cotton.

1919—The Elaine Race Massacres began on October 1 after a shootout at a black church at Hoop Spur in which one white is killed. Whites reacted, as usual, and formed a mob of 600 to 1,000 who came from surrounding counties and from across the river from Mississippi and began shooting African Americans. Accompanied by the governor, troops from Camp Pike arrived by train on October 2. Estimates of blacks killed range from 20 to over 800. Five whites were killed. Blacks were put on trial but no whites were charged. Twelve blacks were sentenced to die and approximately 65 others entered into plea bargains.

1919-1925—The National NAACP, which hired a white lawyer from Little Rock, and Scipio Jones worked together to save the twelve men from execution. By 1925 all the men were released due, in major part, to the tireless work of Scipio Jones.

1927—Little Rock’s last lynching occurred in May. John Carter, who was thought to be mentally disabled, was strung up and shot by a white mob for assaulting a white woman and her daughter with an iron bar. The mob’s anger had been fueled by the savage murder of a 12 year-old-white girl by a black youth. Carter’s body was dragged through African American neighborhoods behind a car to Ninth and Broadway Street in the heart of the African American community where a mob of thousands of whites watched and cheered as Carter’s body was placed on a fire that was ignited using pews from the Bethel African American Episcopal Church. The mayor of Little Rock hid and the Little Rock police refused to stop the mob. Only after Governor Martineau was reached by telephone that night were troops ordered in and order restored. The black youth was executed after a brief trial.